

A Whole-Child Perspective on Head Start Reform:

Findings on Children's Cognitive and
Socio-Emotional Development from
FACES 2000

Presented at the Biennial Meeting of the Society
for Research in Child Development,

April 24, 2003



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Papers and Authors

- Overview of Cognitive and Social-Emotional Findings - *Louisa Tarullo*
- Relationship Between Curricula and Family, Program and Classroom Characteristics - *Ruth Hubbell-McKey, Shefali Pai-Samant, Alberto Sorongon*
- Understanding Quality in Head Start Classrooms: The Role of Teacher and Program Factors - *Gary Resnick and Nicholas Zill*



- Relationship of Program and Classroom Characteristics to Children's Cognitive Gains and Social Development - *Nicholas Zill*
- Relationship of Family and Parental Characteristics to Children's Cognitive and Social Development - *Mary Ann D'Elio, Robert O'Brien, and Michael Vaden-Kiernan*
- Predictive Validity of Cognitive and Behavioral Measures in Head Start: Relationships Within and Across Cognitive and Social Developmental Domains - *Alberto Sorongon, Kwang Kim, and Kevin O'Donnell*

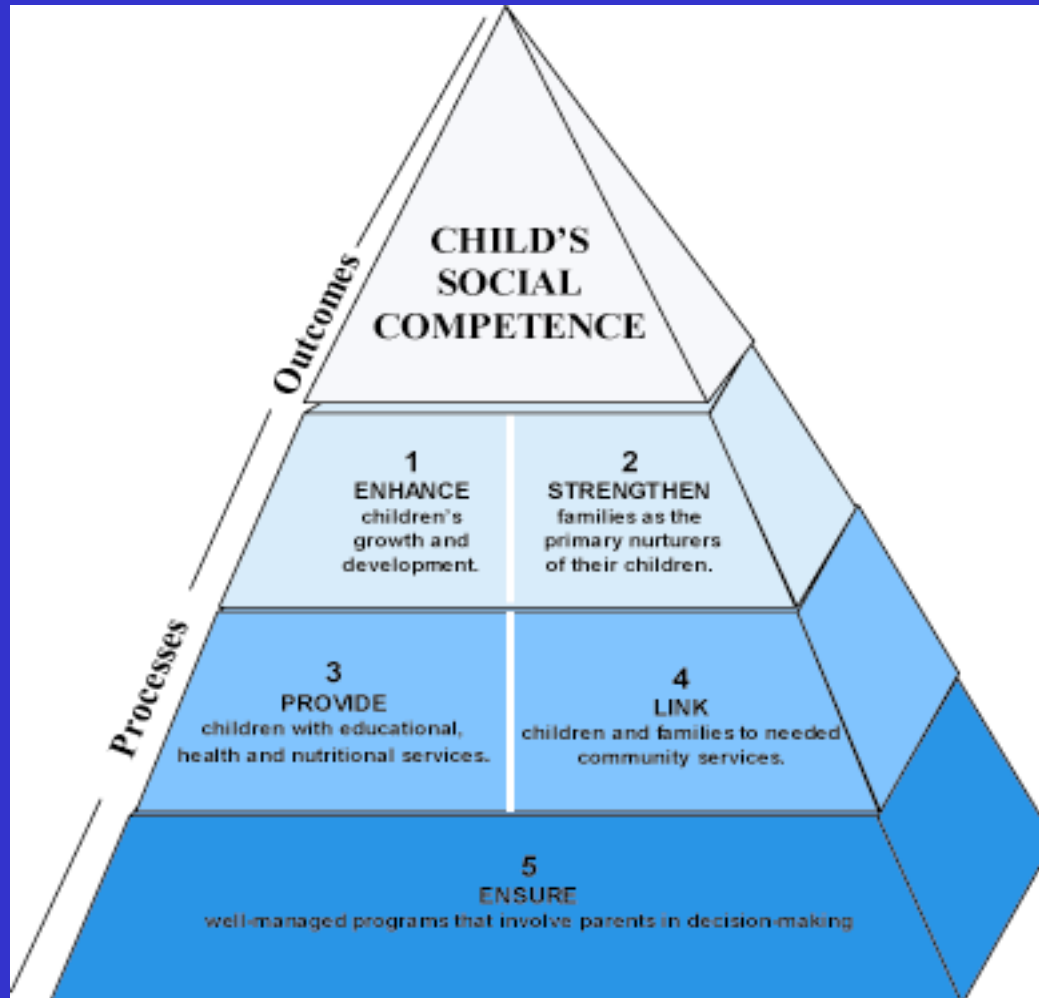


Head Start FACES Study

- Two cohorts, Fall 1997 (3200 in 40 programs) and Fall 2000 (2800 in 43 programs)
- Provides longitudinal findings on Head Start quality and outcomes
- Stratified national probability samples of Head Start programs, families and children
- Direct assessments of children at start and end of Head Start and end of Kindergarten
- Direct observations of classroom quality
- Teacher and parent interviews



Head Start Program Performance Measures Conceptual Framework



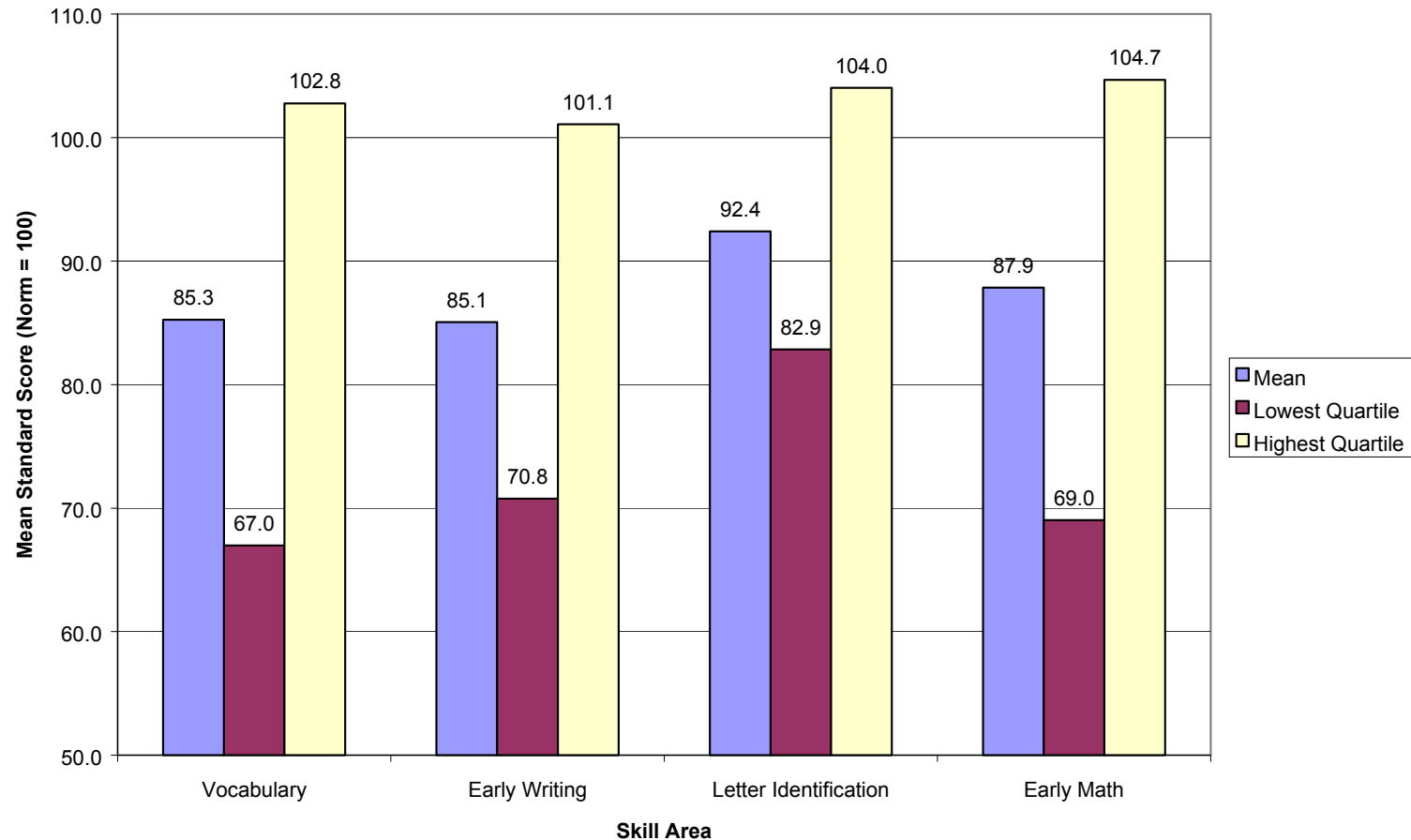
Cognitive Gains During the Head Start Year and Achievement in Kindergarten

- Research Questions:
 - What knowledge and skills do children have when they enter Head Start?
 - Do children make significant gains during the Head Start year? During Kindergarten?
 - How do these gains vary across skill levels and domains?
 - How do these gains compare across two cohorts?



Most Children Entering Head Start Have Academic Skills Below National Norms

Figure 1. Most children entering Head Start have academic skills below national norms

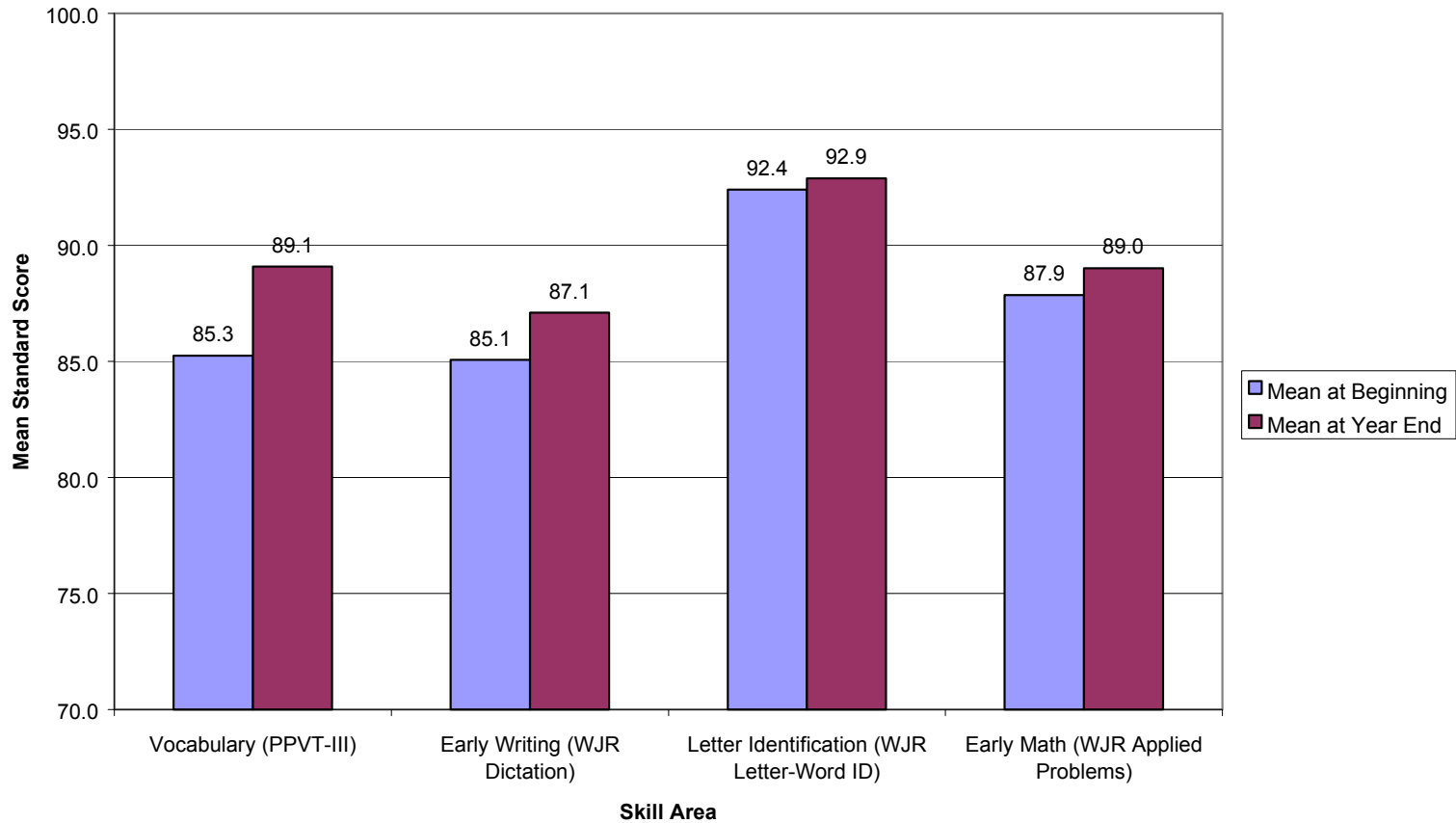


SOURCE: Head Start Family and Child Experiences Survey (FACES), fall 2000, children assessed in English in both fall and spring.



Head Start Children Show Gains in Vocabulary and Early Writing During Program Year

Figure 2. Head Start students show gains in vocabulary and early writing skills during program year

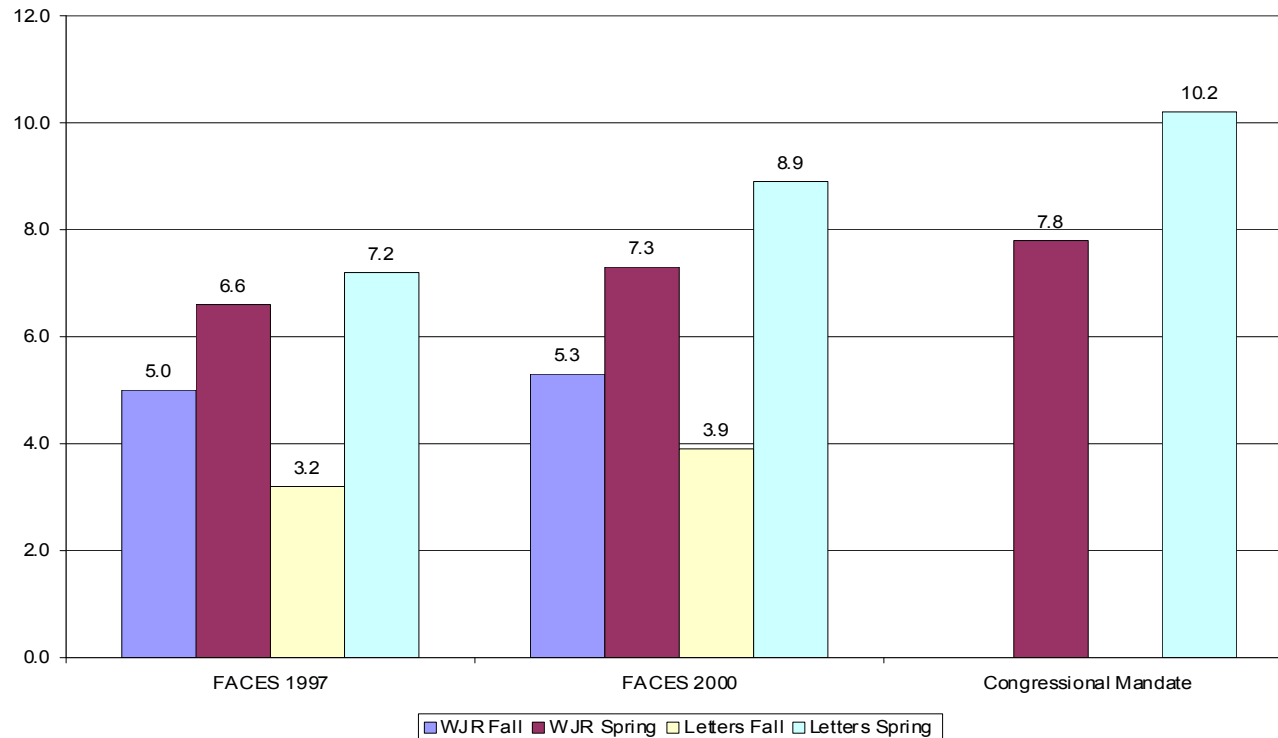


SOURCE: Head Start Family and Child Experiences Survey (FACES), fall 2000 and spring 2001, children assessed in English in both fall and spring.



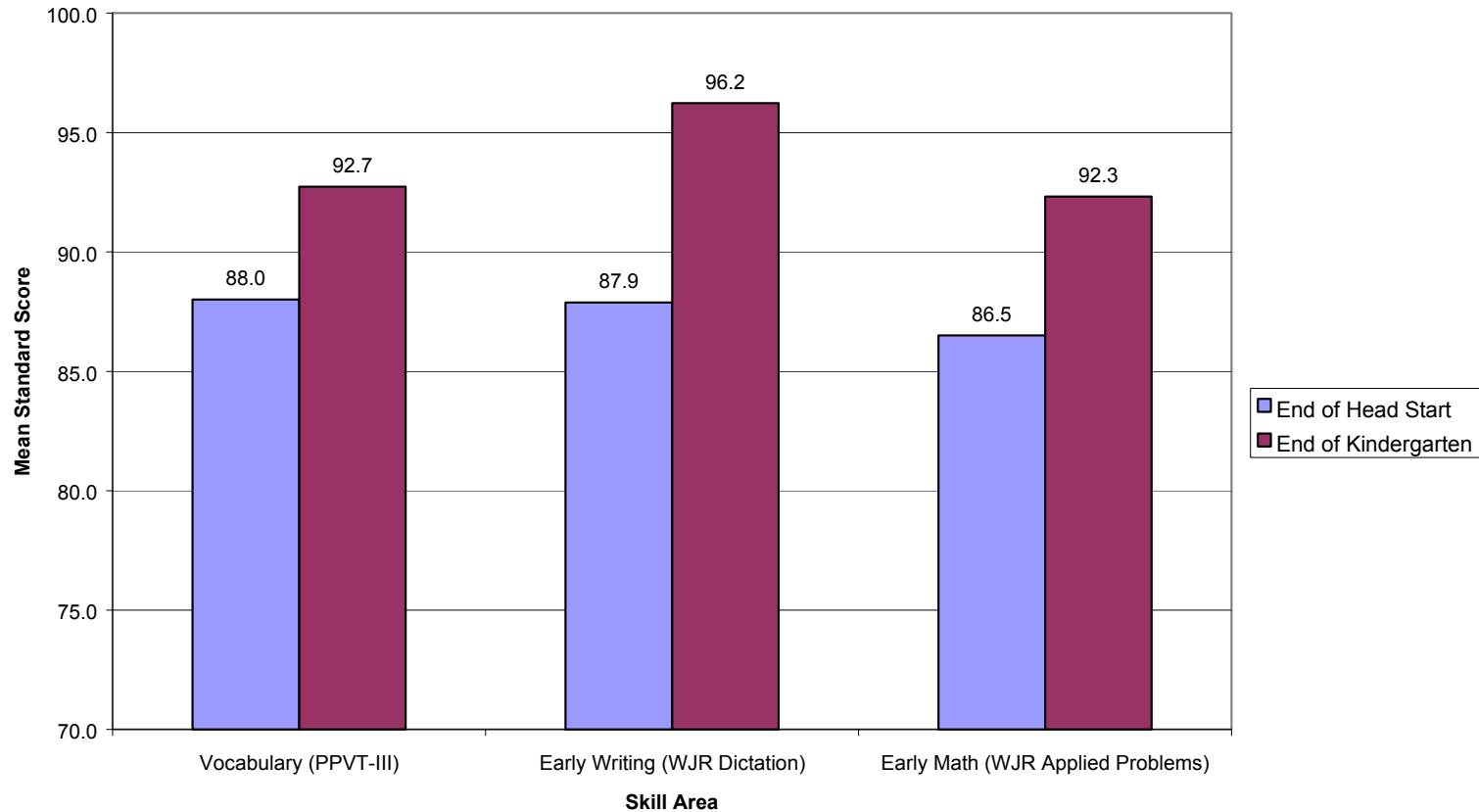
How Many Letters Do They Know?

FACES LWI Mean Scores and Number of Letter Equivalents



Head Start Graduates Progress Toward National Norms in Kindergarten

Figure 11. Head Start graduates show further progress toward national norms in kindergarten



SOURCE: Head Start Family and Child Experiences Survey (FACES), Spring 1998 and 1999 (combined) and Spring 1999 and 2000 (combined), Ns = 1215-1252.



